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In general this book seems to us a piece of shoddy, hasty, and unwarrantable patchwork of book-making. That the author wrote such a book "to meet the needs of a class in the outline history of English literature" is, mildly speaking, an insolent sling at the general intelligence of teachers of English literature.

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*The Essays of Elia.* By CHARLES LAMB. Boston: Houghton, Mifflin & Co. Pp. xx+226.

The selections in this book are good, the introduction giving a sketch of Lamb's life is well fused, and the notes are pleasing and helpful, but why should not the publishers tell us who does this editorial work? No. 4 Park Street, Boston, where the book is published, is, we all know, so full of literary celebrities that some distinguished name could have been attached to such a fresh little book. Many teachers dislike to use a book edited in blank; the name of some competent teacher or student adds dignity and lends authority to the book.

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*The Story of Robinson Crusoe in Latin.* Adapted from Daniel Defoe's famous book, by G. E. GOFFEAUX; edited, amended, and rearranged by P. A. BARNETT. Longmans, Green & Co., 1907.

Sixty or seventy years ago Goffeaux prepared a translation of some of the adventures of Robinson Crusoe in Latin for use with young students, in the belief that it would furnish material better adapted to enlist their interests and energies than the more formidable Caesar and Cicero. After four or five French editions, it was printed in England with English notes and enjoyed considerable popularity in the Latin schools. It is this English edition, revised, abbreviated, and amended by P. A. Barnett, that is now presented in a new and attractive dress for our consideration. Although the Latinity of the text is naturally open to the criticisms which all pseudo-Latin is heir to, the perennial charm of Defoe's immortal story is but little dimmed and one wonders if after all the old French master was not wise in thus baiting the flagging interest of his tirones. Nothing could better illustrate the difference between the degree of proficiency attained by English and American boys at corresponding stages in their Latin training than the fact that these 112 pages of somewhat difficult text should be recommended as a substitute for Caesar with only 6 pages of notes and no vocabulary. It would be difficult, perhaps, to find a moment in our present crowded curriculum for anything so unique and fascinating, but many a jaded teacher might find in it valuable material for translation at sight and hearing in the latter part of the second and throughout the third year of our present course.

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